



## 2018 State of the Arts Music Grant Application and Proposal Evaluation Framework

District: \_\_\_\_\_

When applying for the grant, you must meet certain requirements. Please ensure your proposal meets all of the qualification requirements below before submitting. If you do not meet requirements on **all** of these items, your proposal will not advance to panel review and will not be considered for funding.

**Many of the questions contained in the application serve as an information-gathering measure and allow the TDOE/review panel to understand background and establish context for your proposal. Do not assume that an answer of “no” or answers lacking depth due to a lack of current district structures and support will automatically disqualify your proposal.**

*The following section is scored by TDOE staff review.*

Qualifications		
Requirement	Meets Requirement	Does Not Meet Requirement
District's application is submitted on time and completed in its entirety.		
The application includes the district's music education strategic plan OR indicates short- and long-term goals for music education.		
The proposal identifies the students to be served by the grant (all or subset).		
The district identifies the specific needs of the music programs in all tiers served (elementary, middle, high, etc.)		
The district identifies the specific needs of music educators.		
The proposal includes impact strategies and activities and justification narrative.		
The application contains a completed budget proposal and justification narrative.		
The application includes a community engagement plan that details strategies to foster stakeholder participation and support for music programs within the district.		
The application identifies and presents qualifications for a program coordinator to be the primary contact responsible for planning, implementation, and accountability.		

Office use only The application ____meets ____ does not meet the requirements for advancement to panel review.	Date reviewed	Reviewer

The following sections are scored by panel review.

Identifying Need					
The scores for this domain evaluate an applicant's ability to identify areas of need within the district's music education programs and assess the needs of music educators. Indicators for this domain align with section four (IV) – "Needs Assessment and Impact Strategies" – of the grant application					
Indicator	Disqualification (1)	Deferred (2)	Target (3)	Strong (4)	Exemplary (5)
Assessing the needs of music programs and students	The needs assessment does not identify strengths and deficiencies in the district's music programs.	The needs assessment does not clearly identify strengths and deficiencies in the district's music programs, or the identified strengths and deficiencies are broad and lack specificity. The needs assessment does not clearly identify the needs of students enrolled in schools previously underserved by music, if applicable. The needs assessment may not be representative of all tiers/grade levels served.	The needs assessment identifies strengths and deficiencies in the district's music programs. The needs assessment identifies the needs of students enrolled in schools previously underserved by music, if applicable. The needs assessment is representative of all tiers/grade levels served.	The needs assessment clearly identifies and explains strengths and deficiencies in the district's music programs. The needs assessment clearly identifies and explains the needs of students enrolled in schools previously underserved by music, if applicable. The assessment identifies deficiencies in access, equity, and alignment specifically to high-quality, curriculum-driven and sequential standards-based music instruction and opportunities. The needs assessment is representative of all tiers/grade levels served.	The needs assessment clearly identifies and explains strengths and deficiencies in the district's music programs. Analysis of strengths includes recent examples of growth and success in traditional and innovative music programs. The needs assessment clearly identifies and explains the needs of students enrolled in schools previously underserved by music, if applicable. The assessment purposefully and accurately details deficiencies in access, equity, and alignment specifically to high-quality, curriculum-driven and sequential standards-based music instruction and opportunities. The needs assessment is representative of all tiers/grade levels served.
Assessing the needs of music educators	The needs assessment does not identify the needs of music educators within in the district. The narrative does not identify support structures available to educators.	The needs assessment broadly identifies the needs of music educators within in the district but does not go into specific detail. The narrative does not identify support structures available to educators.	The needs assessment identifies the needs of music educators within the district. The narrative identifies support structures available to educators.	The needs assessment clearly identifies and explains the specific needs of music educators within the district with an emphasis on professional learning and growth. Needs are identified for educators at multiple skill/experience levels. The narrative identifies strengths and deficiencies in the support structures available to educators.	The needs assessment clearly identifies and explains the specific needs of music educators within the district with an emphasis on professional learning and growth. Needs are identified for educators at multiple skill/experience levels and examples of differentiated professional development topics are included. It is evident that music educators were consulted in order to best determine need. The narrative identifies strengths and deficiencies in the support structures available to educators.

Impact Strategy					
<i>The scores for this domain evaluate an applicant's ability to create and identify appropriate impact strategies and activities designed to address the unique needs of the district's music programs and educators. Indicators for this domain align with section four (IV) – "Needs Assessment and Impact Strategies" – of the grant application</i>					
Indicator	Disqualification (1)	Deferred (2)	Target (3)	Strong (4)	Exemplary (5)
<b>Proposed Impact Strategies</b>	The proposal is incomplete or does not contain impact strategies and activities that align with the needs of students.	The proposal does not contain strategies or activities that target the needs of students and music programs or evidence to support the proposed strategies and activities is vague. There is little evidence that the proposed strategies correlate with the identified areas of need.	The proposal contains strategies and activities that target the specific needs of students and music programs as outlined in the needs assessment.	The proposal contains strategies and activities that target the specific needs of students and music programs as outlined in the needs assessment. Strategies are aligned with one or more key priorities of the grant.	The proposal contains clear, intentional, and actionable strategies and activities that target the specific needs of students and music programs as outlined in the needs assessment. Strategies are aligned with multiple key priorities of the grant.
<b>Educator Supports</b>	The proposal is incomplete or does not contain strategies and measures that support educators through professional development and/or other support structures.	The proposal contains strategies and measures to support educators through professional development, but there is little evidence that professional development opportunities are aligned with the needs of educators in the district.	The proposal contains some strategies and measures to support educators through professional development experiences. Opportunities and support structures are broad in nature and may not target the specific needs of educators.	The proposal contains clear strategies that target the specific needs of educators through multiple professional development experiences and other support structures. There is evidence to support the alignment of professional development opportunities and support structures to the needs of educators.	The proposal contains clear, intentional, and actionable strategies that target the specific needs of educators through a variety of professional development experiences and other support structures. It is evident that the professional development opportunities and support structures are purposefully aligned with the needs of educators as determined by a thorough needs assessment. Specific support is given to educators with less than five years of experience.

Capacity					
<p><b>The scores for this domain evaluate an applicant's ability to execute proposed impact strategies, demonstrate accountability, and realize a strategic plan that includes measures and efforts for program sustainability beyond the grant period. Indicators for this domain are aligned with section three (III) "District Strategic Plan for Music Education," section five (V) "Proposed Budget," section six (VI) "Monitoring and Accountability," section seven (VII) "Community Support and Engagement," and section eight (VIII) "Implementation and Planning" of the grant application</b></p>					
Indicator	Disqualification (1)	Deferred (2)	Target (3)	Strong (4)	Exemplary (5)
Budget	The budget is not complete and does not specify how funds are to be expended.	The budget is complete, but the specified expenses do not align with proposed strategies or do not reflect the targeted needs of the students and educators within the district/served by the grant proposal. Funds are not budgeted wisely and/or include excessive spending or unrelated expenditures.	The budget is complete, and the specified expenses are aligned with proposed strategies and reflect the targeted needs of the students and educators within the district/served by the grant proposal. Funds are budgeted wisely and do not include excessive spending or unrelated expenditures.	The budget is complete, and the specified expenses are aligned with proposed strategies and reflect the targeted needs of the students and educators within the district/served by the grant proposal. It is clear that music educators within the district were involved in the creation of the budget. There is evidence of district investment in and support for school music programs. Funds are budgeted wisely and do not include excessive spending or unrelated expenditures.	The budget is complete, and the specified expenses are aligned with proposed strategies and reflect the targeted needs of the students and educators within the district/served by the grant proposal. Program expenses are clearly explained, and a defensible narrative is included to justify proposed expenditures. There is evidence of significant district investment in and support for school music programs. Funds are budgeted wisely and do not include excessive spending or unrelated expenditures.
Implementation and Planning	A project manager has not been identified, or the selected project manager does not possess the necessary qualifications, experience, and background to implement the grant. Potential implementation challenges have not been identified.	A project manager has been identified and is capable of overseeing the planning, implementation, and ongoing accountability measures of the grant. Potential implementation challenges have been identified, but there is no clear plan to address those challenges.	A project manager has been identified and is capable of overseeing the planning, implementation, and ongoing accountability measures of the grant. Potential implementation challenges have been identified and addressed.	A project manager with experience managing grants <u>or</u> experience in music and arts education has been identified and is capable of overseeing the planning, implementation, and ongoing accountability measures of the grant. Potential implementation challenges have been identified and addressed.	A project manager with experience managing grants <u>and</u> experience in music and arts education has been identified and is capable of overseeing the planning, implementation, and ongoing accountability measures of the grant. Potential implementation challenges have been identified and addressed.

## 2018 State of the Arts Music Grant | Application and Proposal Evaluation Rubric

<b>Community Support and Engagement</b>	The proposal does not contain a plan for community support and engagement, or the submitted plan lacks clarity and originality.	The proposal provides a plan for community outreach and engagement but does not illustrate a clear strategy to solicit community support. The proposal does not outline a strategy to utilize music programs as a community outreach tool.	The proposal provides a plan for community outreach and engagement that is intentional in attracting community support and creating a positive perception of the music programs.	The proposal provides a clear and intentional plan for community outreach and engagement. Community support is clearly illustrated, and/or a plan is in place to utilize the music programs as a community outreach tool.	The proposal provides a clear and intentional plan for community outreach and engagement. There is evidence that the district music programs currently engage with the community. Community support is clearly illustrated, and/or a plan is in place to utilize the music programs as a community outreach tool.
<b>District Strategic Music Education Plan</b>	There is no evidence of short- or long-term planning for music education. Ongoing measures and efforts for program sustainability are not identified.	The proposal does not include a strategic plan for music education; however, the district appears to be making progress toward setting short- and long-term goals for music and arts education.	The proposal includes the district's strategic plan or short- and long-term goals for music education.	The proposal includes the district's strategic plan or short- and long-term goals for music education. Support structures are identified for grant implementation. There is some evidence that the district has the capacity to sustain the programs after the initial grant period.	The proposal includes the district's strategic plan or short- and long-term goals for music education. Clear support structures and measures are identified to ensure program sustainability beyond the grant period. The application demonstrates the capacity to both implement the grant and support music programs.

<b>Office use only</b>	Date reviewed	Reviewer
<b>REVIEWER COMMENTS</b>		